

## STAGE 1– STANDARDS

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Ongoing Standards:	Descriptor:
ELA.2.30 (S&L)	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by linking comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion</li> <li></li> </ul>
ELA.2.31 (S&L)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.2.37 (L)	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
Focused Standards:	Descriptor:
ELA.2.1 (R)	Ask and answer key ideas such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.
ELA.2.7 (R)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.
ELA.2.8 (R)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.
ELA.2.12 (R)	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.
ELA.2.13 (R)	Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot
ELA.2.38 (L)	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ul>

ELA.2.II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"><li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>• Recognize and read grade-appropriate irregularly spelled words.</li></ul>
ELA.2.III (LF)	Create readable documents with legible print or cursive as developmentally appropriate.

**KEY:**

Literacy Foundations – LF

Reading – R

Writing – W

Speaking &amp; Listening – S&amp;L

Language - L

**STAGE 1 – DESIRED RESULTS**

**Themes/Concepts: Author’s purpose for writing a literary or informational text.**

**Enduring Understandings:**

*Students will understand that...*

- questions help them to demonstrate an understanding of the text.
- author’s choice of words affects the meaning of the text.
- text structure helps them to understand the text.

**Essential Questions:**

(R) How do we ask and answer questions to discover story structure, story details, and author’s purpose?

(L) How can we recognize the difference between formal and informal language and when to use each?

(LF) How do we apply phonics and word analysis skills to improve reading and writing comprehension?

(LF) How do we create legible documents for intended audiences?

**Students will know:**

(Knowledge)

- Age-appropriate collaboration
- Age-appropriate conventions of writing
- Key ideas and details such as who, what, where, when, why, and how
- Story structure: character, setting, and plot
- Main purpose of information texts
- Introductions and conclusions
- Formal and informal English
- Grade-level phonics and word analysis

**Students will be able to:**

(Skills)

- Participate in collaborative conversations
- Follow rules for discussion by listening to others and speaking one at a time
- Discuss topics and build on conversations
- Recount or describe key ideas
- Demonstrate command of standard English capitalization, punctuation, and spelling
- Ask and answer key ideas and demonstrate understanding of key details
- Describe words and phrases in literary text
- Describe overall story structure
- Identify the main purpose of informational text

	<ul style="list-style-type: none"><li>• Use information from illustrations to demonstrate understanding</li><li>• Apply knowledge of language when writing, speaking, reading, or listening</li><li>• Compare formal and informal uses of English</li><li>• Distinguish long and short vowel sounds</li><li>• Recognize and read grade-appropriate spelled words</li><li>• Create documents</li><li>• Ongoing: collaborate with peers, participate in whole group discussion</li></ul>
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## STAGE 1– STANDARDS

Ongoing Standards:	Descriptor:
ELA.2.30 (S&L)	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others’ talk in conversations by linking comments to the remarks of others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
ELA.2.31 (S&L)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.2.37 (L)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
Focused Standards:	Descriptor:
ELA.2.3 (R)	Describe how characters in a story respond to major events and challenges in literary text.
ELA.2.9 (R)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text.
ELA.2.10 (R)	Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area.
ELA.2.15 (R)	Explain how specific images contribute to and clarify an informational text.
ELA.2.22 (W)	Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.
ELA.2.24 (W)	With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.
ELA.2.33 (S&L)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.

ELA.2.35 (W)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ELA.2.39 (L)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, and tell/retell).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition and additional).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, and bookmark).</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>
ELA.2.I (LF)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
ELA.2.II (LF)	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> </ul>

**KEY:**

Literacy Foundations – LF

Reading – R

Writing – W

Speaking &amp; Listening – S&amp;L

Language - L

## STAGE 1 – DESIRED RESULTS

**Themes/Concepts: Recount and retell story elements from literary texts (character, setting, plot, point of view) with a focus on descriptive details to aid in writing, editing, and revising a narrative that contains all writing elements.**

<p><b>Enduring Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Retelling story elements in culturally diverse literature is important</li> <li>• Vocabulary and text features are important when reading informational texts</li> <li>• Producing narratives will include complex sentences</li> <li>• Phonics and word analysis strategies can clarify word meaning, improve accuracy and increase fluency</li> </ul>	<p><b>Essential Questions:</b></p> <p>(R) How do we retell/recount story elements in culturally diverse literature?</p> <p>(R) What skills can we apply to determine meaning of words and text features in informational text?</p> <p>(W) How do we produce and edit narratives with complex sentences?</p> <p>(L/LF) How do we use phonics and word analysis strategies to clarify word meaning, improve accuracy, increase fluency?</p>
<p><b>Students will know:</b> (Knowledge)</p> <ul style="list-style-type: none"> <li>• Age-appropriate collaboration</li> <li>• Age-appropriate conventions of writing</li> <li>• Appropriate participation during discussions</li> <li>• Summarization of a text</li> <li>• differences in the points of view of characters (including by speaking in a different voices)</li> <li>• Illustrations contribute to comprehension</li> <li>• Age-appropriate public speaking</li> <li>• Command of English language through writing</li> <li>• Characters and how they respond to major events</li> <li>• Vocabulary</li> <li>• Self-correcting strategies (reread)</li> </ul>	<p><b>Students will be able to:</b> (Skills)</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations</li> <li>• Follow rules for discussion by listening to others and speaking one at a time</li> <li>• Discuss topics and build on conversations</li> <li>• Recount or describe key ideas</li> <li>• Demonstrate command of standard English capitalization, punctuation, and spelling</li> <li>• Recount stories</li> <li>• Determine the central message, lesson, or moral</li> <li>• Describe characters and respond to major events</li> <li>• Acknowledge differences in points of view when reading dialogue</li> <li>• Determine meanings of words and phrases in an informational text</li> <li>• Write narratives and produce complete sentences</li> <li>• Use transitional words when ordering events</li> <li>• Strengthen writing by revising and editing</li> </ul>

**Grade: 2nd**

**Subjects: ELA**

**Quarter: Second Nine Weeks**

	<ul style="list-style-type: none"><li>• Determine or clarify meaning of unknown and multiple-meaning words using an array of strategies</li></ul>
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Ongoing Standards:	Descriptor:
ELA.2.30 (S&L)	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others' talk in conversations by linking comments to the remarks of others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
ELA.2.31 (S&L)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.2.37 (L)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
Focused Standards:	Descriptor:
ELA.2.4 (R)	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.
ELA.2.5 (R)	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.
ELA.2.6 (R)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.
ELA.2.11 (R)	Know and use various informational text features to locate key facts or information in a text efficiently.
ELA.2.21 (W)	Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.
ELA.2.26 (W)	Participate in shared research and writing.
ELA.2.27 (W)	Recall information from experiences or gather information from provided sources to answer a question.
ELA.2.32 (S&L)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELA.2.36 (L)	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., group).</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish).</li> <li>• Use reflexive pronouns (e.g., myself or ourselves).</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told).</li> <li>• Use adjectives and adverbs and choose between them depending on what is to be modified.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy)</li> </ul>
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Literacy Foundations – LF

Reading – R

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Speaking &amp; Listening – S&amp;L

Language - L

## STAGE 1 – DESIRED RESULTS

**Themes/Concepts: Identify the main idea and details of informational text by asking questions to include key ideas and facts in an original piece of writing that informs or explains a concept that has been researched.**

**Enduring Understandings:**

*Students will understand that...*

- Main topics can be identified by asking and answering questions
- Text features can be used to make connections in an informational text
- Information can be gathered from shared writing
- Clarifying and deepening understanding can be answered by a speaker
- Writing conventions include adjectives, adverbs, and complex sentences

**Essential Questions:**

- (R) How can we ask and answer questions to identify the main topic of an informational text?
- (R) How do we use text features to make connections in informational texts?
- (W) How can we gather information for shared writing?
- (SL) How do we ask and answer questions of a speaker to clarify and deepen understanding?
- (L) How do we broaden our understanding of writing conventions to include adjectives, adverbs, and complex sentences?

**Students will know:**

(Knowledge)

- Age-appropriate collaboration
- Age-appropriate conventions of writing
- Connections between concepts
- Text features
- Conventions of writing
- Research techniques
- Features of informative writing
- Answers to questions based on experiences or gather information
- Conventions of standard English

**Students will be able to:**

(Skills)

- Participate in collaborative conversations
- Follow rules for discussion by listening to others and speaking one at a time
- Discuss topics and build on conversations
- Recount or describe key ideas
- Demonstrate command of standard English capitalization, punctuation, and spelling
- Ask and answer comprehension questions for understanding and clarification
- Recall information of personal experiences to answer questions
- Identify the main topic of a multi-paragraph text
- Write informative texts: introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.

**Grade: 2nd**

**Subjects: ELA**

**Quarter: Third Nine Weeks**

	<ul style="list-style-type: none"><li>• Describe connections between genres of text</li><li>• Know and use text features to locate key facts</li><li>• Demonstrate command of standard English and correctly apply grammar techniques (i.e.: capital letters and punctuation)</li><li>• Participate in shared research and writing</li><li>• Ongoing: collaborate with peers, participate in whole group discussion</li></ul>
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## STAGE 1– STANDARDS

Ongoing Standards:	Descriptor:
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ELA.2.31 (S&L)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.2.37 (L)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
Focused Standards:	Descriptor:
ELA.2.2 (R)	Recount stories, including fables and folktales from diverse cultures and determine their central idea, lesson, or moral in literary, or moral in literary text.
ELA.2.14 (R)	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text.
ELA.2.16 (R)	Describe how reasons support specific points the author makes in an informational text.
ELA.2.17 (R)	Compare and contrast the most important points presented by two informational texts on the same topic.
ELA.2.18 (R)	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.

ELA.2.19 (R)	By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.2.20 (W)	Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words (e.g., because, and, or also) to connect opinion and reasons, and providing a concluding statement or section.
ELA.2.25 (W)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
ELA.2.34 (S&L)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELA.2.40 (L)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> </ul> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, and hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny).
ELA.2.I (LF)	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>
ELA.2.II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Decode words with common prefixes and suffixes.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ul>

**KEY:**

Literacy Foundations – LF

Reading – R

Writing – W

Speaking &amp; Listening – S&amp;L

Language - L

STAGE 1 – DESIRED RESULTS	
<p><b>Theme / Concepts: To compare and contrast literary text, informational text, and poetry to create original pieces of writing, drawings, and recordings using digital tools with the help of adults and peers.</b></p>	
<p><b>Enduring Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Two texts are comparable in both fiction and nonfiction</li> <li>• Strategies can be used to comprehend literary and informational texts</li> <li>• Digital tools can enhance understanding</li> <li>• Figurative language has multiple meanings</li> </ul>	<p><b>Essential Questions:</b></p> <p>(R) How do we compare and contrast two similar texts, in both fiction and nonfiction, while describing the author’s purpose?</p> <p>(R) What strategies do we use to read and comprehend literary and informational texts?</p> <p>(W/SL) How do we collaboratively use digital tools to create and record an opinion writing?</p> <p>(L) How do we use figurative language to understand nuances in word meanings?</p>
<p><b>Students will know:</b> (Knowledge)</p> <ul style="list-style-type: none"> <li>• Age-appropriate collaboration</li> <li>• Age-appropriate conventions of writing texts through different authors and/or cultures</li> <li>• informational text versus literary texts</li> <li>• Key ideas from a literary text</li> <li>• Read and comprehend literature</li> <li>• Opinions</li> <li>• Concluding statements</li> </ul>	<p><b>Students will be able to:</b> (Skills)</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations</li> <li>• Follow rules for discussion by listening to others and speaking one at a time</li> <li>• Discuss topics and build on conversations</li> <li>• Recount or describe key ideas</li> <li>• Demonstrate command of standard English capitalization, punctuation, and spelling</li> <li>• Describe reasoning behind supporting points</li> </ul>

<ul style="list-style-type: none"><li>• Proper use of technology</li><li>• Real-life connections</li><li>• Shades of meaning</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast</li><li>• Read and comprehend literature with scaffolding as needed</li><li>• Provide opinions by writing, stating, and supporting to connect</li><li>• Introduce the topics and texts and provide appropriate conclusions</li><li>• Produce and publish writing with appropriate technologies</li><li>• Clarify ideas, thoughts, and feelings through drawings and recordings</li><li>• Demonstrate understanding of figurative language, word relations, and nuances in word meanings.</li><li>• Identify real life connections</li><li>• Distinguish shades of meaning and adjectives</li><li>• Ongoing: collaborate with peers, participate in whole group discussion</li></ul>
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